



Aston-on-Trent Primary School Instruction Texts Progression Map



Non-Fiction: Instructions Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Give oral instructions when playing.	Listen to and follow a single more detailed instruction	-Listen to and follow a series of more complex instructions.	Read and follow instructions.	In group work, give clear oral instructions to achieve the completion of a common task.	In group work, give clear oral instructions to achieve the completion of a common task.	Use the language conventions and grammatical features of the different types of text as appropriate.
Read and follow simple classroom instructions on labels with additional pictures or symbols.	and a longer series of instructions.	Give clear oral instructions to members of a group.	Give clear oral instructions to members of a group.	Follow oral instructions of increased complexity.	Follow oral instructions of increased complexity.	
Listen to and follow single instructions, and then a series of two and three.	Think out and give clear single oral instructions.	Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.	Read and compare examples of instructional text, evaluating their effectiveness.	Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.	Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.	
	Routinely read and follow written classroom labels carrying instructions.	Analyse some instructional texts and note their function, form and typical language features; • statement of purpose, • list of materials or	Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists,	Identify sets of	Identify sets of instructions which are for	

	follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. -Write two consecutive instructions independently.	ingredients • sequential steps • direct/imperative language use of adjectives and adverbs limited to giving essential information • emotive/value laden language not generally used As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game	numbered, bulleted points, diagrams with arrows, keys. Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. Write clear written instructions using correct register and devices to aid the reader.	instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).	more complex procedures , or are combined with other text types (e.g. some recipes). Compare and form (structure and language features). Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out these in terms of audience/purpose	
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